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ABSTRACT

This paper describes a limited bilingual approach developed for Vietnamese immigrants whose formal schooling had been interrupted due to extended periods in refugee camps, and its implementation in the Milpera Special School (Queensland, Australia), a secondary school for children of Non-English-Speaking Backgrounds (NESB). The initiative was designed to improve students' academic, cognitive, and Vietnamese language skills, self-esteem, and academic English across content areas, after exposure to Vietnamese in some content areas. The program included 7 hours weekly of academic language, world geography, and research skills instruction in Vietnamese and 15-20 hours of content-based English-as-a-Second-Language instruction in a range of secondary school subjects. Topics and processes used were to be parallel in English and Vietnamese to the extent possible. Data on the program's effectiveness were gathered in student and teacher interviews, classroom observation, and student portfolios. Conclusions concerning student attitudinal outcomes and conceptual development, team teaching, parent involvement, subtractive and additive bilingualism, the role of receiver schools, program design, and teaching techniques are drawn and recommendations made for adoption or adaptation of the approach by other secondary schools. (MSE)

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CONCEPT DEVELOPMENT THROUGH CONTENT INSTRUCTION IN THE MOTHER TONGUE OF NESB SECONDARY STUDENTS WITH LITTLE OR INADEQUATE PREVIOUS FORMAL EDUCATION

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February 1996

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Concept development through content instruction in the mother tongue of NESB secondary students with little or inadequate previous formal education

Report on a research project funded by a research grant from NLLIA Child/ESL Literacy Research Network Node

February 1996

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Abstract

This study describes an initiative developed by staff at Milpera Special School in which Vietnamese students who had experienced disruption to their education through extended periods in refugee camps were taught some of their subjects in both Vietnamese and English.

The study aimed to delineate the essential features of the initiative which contributed to its effectiveness and to identify those aspects which required attention. In the process, a model for bilingual education was proposed which incorporated findings from this initiative together with various theories related to bilingualism. Finally, the report makes a range of recommendations for the implementation of the model in the context of Queensland secondary education.

The research methodology was qualitative and involved non-participant observation, teacher and student interviews and the analysis of folios of students' written work.

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Table of Contents

		page
1.	Aims and Significance of Project	1
2.	Literature Review	2
3.	Description of Milpera Bilingual Initiative	4
4.	Methodology	7
	4.1 Study Design	7
	4.2 Interviews	8
	4.2.1 Teachers' Interviews	8
	4.2.2 Students' Interviews	9
	4.3 Classroom Observations	9
	4.4 Students' Folios	9
5.	Data Analysis	10
	5.1 Teachers' Interviews	10
	5.1.1 Full-time Milpera Teachers	10
	5.1.1.1 Vietnamese Teacher	10
	5.1.1.2 English/Geography Teacher	13
	5.1.2 Part-time Teachers at Milpera	20
	5.1.3 Teachers at Receiver Schools	21
	5.2 Student Interviews	22
	5.2.1 Students' Perceptions about their Progress	23
	5.2.2 Students' Perceptions about the Program	24
	5.3 Classroom Observations	24
	5.4 Students' Written Work	27
6.	Discussion	28
	6.1 Attitudinal Outcomes	28
	6.2 Conceptual Development	29
	6.3 Teachers' Working Relationships	30
	6.4 Parental Involvement	30
	6.5 Subtractive and Additive Bilingualism	30
	6.6 Receiver Schools	31
7.	Conclusions	31
	7.1 Choice of Core Subjects	31
	7.2 L1 Presentation as Basis for Subsequent English Presentation	32
	7.3 Close Liaison between L1 and English Teacher	32

BEST COPY AVAILABLE

7.4 Teacher Preparation 32
7.5 L1 Class as Bridge to the Mainstream 33
7.6 Encouragement of Parental and Community Involvement 33
7.7 Development of L1 Skills 33
8. Recommendations 34
8.1 The Rights of Students to Have their Education Conducted in their First Language 34
8.2 Recognition of the Role of Bilingual Teachers 34
8.3 Extension of Bilingual Education to Core Subjects 34
8.4 Development of Suitable Bilingual Materials 35
8.5 Development of Key Bilingual Schools 35
8.6 Involvement of Parents and Community 35
8.7 Bilingual Teacher Preparation Courses 35
8.8 Inservice of Mainstream Teachers 36
8.9 ESL and Bilingual Education 36

References 37

Appendices

Appendix A: Milpera Teachers' Interview Questions 39
Appendix B: Receiver Schools: Teachers' Interview Questions 41
Appendix C: Students' Interview Questions 42
Appendix D: Sample Data Summaries of Classroom Observations 43
Appendix E: Vietnamese Book Reviews 46
Appendix F: English Book Reviews 51
Appendix G: Geography Reports 54

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Concept Development through Content Instruction in the Mother Tongue of NESB Secondary Students with Little or Inadequate Previous Formal Education

1. Aims & Significance of Project

Australia continues to receive refugees and immigrants from a range of locations throughout the world. Often, the children from such contexts have received little or no education prior to their arrival in Australia. Consequently, such children experience extreme difficulties in adapting to Australian classrooms, in conceptual development, academic knowledge and literacy in both their first language and English. While such a situation does not apply to all refugee students, it affects sufficiently large numbers in some groups for it to be classed as serious and unless remedied could jeopardise the educational progress of many of these.

Vietnamese students are often in this group of educationally disadvantaged students. Because of disruption to the Vietnamese education system due to the war together with their subsequent reception in crowded refugee camps overseas for extended periods of time prior to arrival in Australia, these students have experienced an education which at best has lacked continuity and for some has been practically non-existent.

To expect such students to adapt to an education system which to them is culturally alien, to undertake studies in academic fields which are cognitively demanding and to do all this via the medium of a language in which they lack fluency in both its spoken and written forms, is to engineer for these students classic conditions for failure. It is in an attempt to mitigate such circumstances that this project was developed.

The project aimed to develop a model for bilingual education which would assist students with little or no previous formal education to cope with the demands of a secondary education system. This involved the teaching of specific subjects to selected Vietnamese students in both English and Vietnamese. The evaluation of this initiative led to the development of a model which might be extended to other subject areas and to students from other ethnic groups.

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2. Literature Review

Cummins (1980, 1981a) proposed the Common Underlying Proficiency Model of bilingualism which postulates that both languages spoken by a bilingual person operate through a common central processing system related to a single integrated source of thought which may be fed by either of the bilingual's languages. However, in the case of a bilingual student, his/her classroom language needs to be sufficiently well developed to process the cognitive demands of academic content. When the student's classroom language is not functioning to the level required by these cognitive demands, conceptual development and academic performance will be adversely affected.

Cummins (1978) has also investigated the relationship between first and second language development and has hypothesised that a child's second language competence is partly dependent on the level of competence already achieved in the first language. In addition Cummins (1984) identified an important distinction between a child's basic interpersonal communication skills (BICS) and his/her communicative academic language proficiency (CALP). Those students whose BICS are well developed will often be overestimated in terms of their proficiency and considered ready to cope with the cognitive demands of academic work. However, unless they have reached a functional CALP level they are likely to find such work beyond them unless they receive extensive additional support. If students are able to function only at a BICS level in their first-language, it would be unlikely, in the light of Cummins's theories, that they would have progressed beyond BICS in their second language. Furthermore, since the gap between their level of BICS and a functional level of CALP is likely to be less in their first language, academic progress would be facilitated by using the first language to teach content, thus focussing on and developing the students' first language CALP. While this is occurring, the students may receive both content and language instruction in the second language, with a view to their eventually achieving CALP in this language as well. This, however, is likely to be a long term aim. Cummins (1981 b, cited in Baker, 1993) maintains that it takes five to seven years for a second language learner to reach the same level of proficiency as a monolingual in the context reduced language which is characteristic of much academic work. On the other hand, Secada (1991) has found that elementary school children who are taught in their minority first language are relatively successful in the cognitively demanding and context reduced classroom environment and that this ability transfers to the majority language when that language is well enough developed.

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A number of writers have focussed on sociocultural perspectives which are relevant to a discussion of bilingual education to account for the relative success and failure of a range of bilingual programs. Lambert (1980) has raised the issue of *additive* as opposed to *subtractive* bilingualism. The former tends to exist in contexts (e.g. immersion) where the members of the majority group choose to undertake schooling partially or entirely in a second language. Subtractive bilingualism may result when members of an ethnic minority group are required to undertake their schooling in the majority group's language. This may occur with varying degrees of reference to the students' first language. For example, the school may teach entirely in the majority language (a submersion program), or teach some of the curriculum in the students' first language and the rest in the majority language (a bilingual program). The extent to which the initiative may be seen as leading to the replacement of the students' first language by the majority language determines how subtractive the initiative may be. Genesee (1987) cites the work of Cummins (1985) who sees subtractive programs as leading to negative attitudes in students towards both the home language and culture as well as setting up feelings of alienation towards the majority language and culture. Such students may have parents who are also ambivalent about their own culture and language and *"may be prone to discourage development of the home language and concomitantly encourage development of the majority language."* (Genesee, 1987: 143). Some go so far as to use the majority language in the home in the mistaken belief that this will assist in the development of their children's proficiency in the majority language. Genesee makes the point that *"these parents may be limiting the range of language experiences that they offer their children because their own proficiency in English is not sufficient to provide a wide range of language experiences."* (p.143). Such a situation represents the ultimate form of a subtractive bilingual experience where the home sees itself as working in league with the school to bring about monolingualism in the majority language. The irony is that this may produce an outcome the opposite of that which motivated the behaviour (viz. the desire for enhanced school performance). In fact, Genesee (1987: 143) maintains that it is *"minority language parents who are proud of their cultural heritage (who) are likely to promote development of the home language and to provide language experiences that prepare their children for the kinds of context-reduced, cognitively demanding language skills they will need in school."* The research of Heath (1986) and Dolson (1985) supports the view that children who experience language use in their home language which is similar to that which is required in the school tend to be more academically

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successful. Such evidence clearly supports an additive approach which values maintenance rather than replacement of the child's first language both at home and at school.

It should not be assumed that all forms of bilingual education will be equally successful in producing additive bilingualism. Some represent tokenism and are seen for what they really are by the recipients. Such approaches are *transitional* in nature and it is clear that the home language will be discarded as soon as it has served the purpose of assisting students with their academic progress.

Baker (1993) summarises a growing amount of research which suggests strongly that for linguistic, cognitive, academic, and socio-affective reasons there is much to be gained by conducting a significant part of minority language students' education in their first language. In doing this, it seems that the best results will be achieved if students receive clear signals that their language and culture are valued by the school and the community. This must involve as far as possible the children's parents who *"should be encouraged to provide their children with a full range of language experiences in whatever language they are most able to"*(Genesse, 1987: 190).

There is a growing amount of evidence to suggest that bilingual education which is well designed and based on sound linguistic, psychological, sociocultural and educational grounds may be of benefit to all NESB students. In the case of those students who have had their home-country education seriously disrupted to the extent that they have not had the opportunity to develop either academic linguistic proficiency or academic concepts in their first language, this approach is even more warranted.

3. Description of Milpera Bilingual Initiative

The present study is based on an initiative undertaken at the Milpera Special School which was designed to explore the implementation of a limited bilingual approach with a group of Vietnamese students who had received little or no schooling prior to their arrival in Australia. As a result of their lack of education, the students had low levels of literacy in Vietnamese which made the development of literacy in English and success in academic studies daunting tasks.

Milpera Special School is a secondary school established by the Queensland Department of Education to prepare newly arrived NESB students for entry into

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mainstream secondary education. It represents the first phase of students' introduction to secondary education in Australia. At Milpera, students are placed in classes appropriate to their level of English and are provided with an "across the curriculum" approach to English proficiency development. Because it is the only school of its kind in Queensland, there is heavy demand on places and students are transferred as soon as possible to mainstream secondary schools where a range of provisions are made to help their integration to mainstream classes. All such schools have an immigrant education unit attached but approaches vary as to how soon students are placed in mainstream classes.

The bilingual initiative commenced at Milpera in May 1995 with 7 students. The first phase was of 8 weeks' duration (to the end of Term 2), to be followed by a second phase of similar duration in Term 3.

The aims of the initiative were:

- to improve students' Vietnamese language skills, as well as academic and cognitive skills;
- to improve students' self-esteem through valuing the students' cultural identity and worth;
- to improve (academic) English across content areas after having been exposed to Vietnamese in some content areas

During the week students received 7 hours of instruction in Vietnamese. This involved:

- reading and analysing a Vietnamese novel;
- preparation for writing a book review of the novel;
- instruction in world geography concepts;
- development of research skills

In addition to the Vietnamese classes, students received 15-20 hours of content-based ESL instruction which focussed on a range of secondary school subjects. Some of these were related to the subjects being studied concurrently in Vietnamese. The following components together with their Vietnamese counterparts form the focus of what, in this study, is referred to as the "bilingual initiative":

- reading and analysis of an English novel;
- writing a book review of the novel;
- writing geography reports;

- development of research skills

Teaching was to be carried out "in parallel" with topics and processes in Vietnamese and English complementing each other as far as possible. This necessitated extensive consultation between the two groups of teachers.

The teaching arrangements in term 2 were as follows:

- Novel & Book Review

This section was carried out jointly by a Vietnamese teacher aide who had been a school principal in Vietnam and by a full-time ESL teacher.

- Research Skills & Geography

This section was carried out by a Queensland-registered Vietnamese teacher who was engaged by Milpera for one day per week and the full-time ESL teacher who was responsible for the novel and book review component of the program.

During term 3, the following teaching arrangements applied:

- Novel & Book Review

This section was carried out by the same Vietnamese teacher aide as had been involved in the first term. However, the ESL teacher was part-time and visited the school on Mondays, Tuesdays and Wednesdays.

- Research Skills & Geography

This section was conducted by the part-time Vietnamese teacher from term 2 on Fridays and a part-time ESL teacher who visited the school on Thursdays and Fridays.

Because he was present on a daily basis, the Vietnamese teacher aide was able to consult regularly with the ESL teachers on both content and methodology. During the planning stages and throughout implementation, he had important input concerning students' needs and progress. However, in term 3, because their presence at the school coincided only on one day per week, it was more difficult for the teachers responsible for the research skills and geography component to consult to a significant extent. This resulted in less "parallelism" between their components than occurred between the novel/book review section.

4. Methodology

A qualitative research methodology was adopted which consisted of the following data gathering techniques:

- Teacher interviews
- Student interviews
- Classroom observation
- Collection of students' written work samples

A qualitative approach was preferred since it was considered that the process of gathering quantitative data on such variables as proficiency would have been disruptive and that in the limited time frame involved (eight weeks) little change would have occurred in either language proficiency or subject matter knowledge. Moreover, the school principal and the teaching staff involved expressed their opposition to any approach which would have subjected the students involved to any form of testing.

Apart from these reasons for avoiding a quantitative approach, it was felt that the most important aspect of the initiative would involve the teaching and learning processes which would be revealed in the course of the project. Consequently, a qualitative approach consisting of non-participant classroom observation together with teacher and student interviews was considered the most useful forms of data gathering procedures.

It was originally intended that findings from the first phase (term 2) of the project might inform the second phase, leading to refinement of the model. However, with changes in personnel and their changing part-time/full-time mix combined with the brevity of the discrete phases, it was considered more appropriate to regard the two terms combined as a single source of varied data.

4.1. Study Design

May '95:	Meeting with teachers involved in program (Prior ethnography)
June '95:	Classroom observations
June '95:	Interviews with teachers involved in program Interviews with students using teacher aide as interpreter Analysis of students' work folios

July '95:	Interim consultation with principal prior to the commencement of term 3 program: development of research agenda for coming term.
August '95:	Observations of classes (fortnightly)
September '95:	Teacher and student interviews Analysis of students' folios
Nov. '95:	Presentation of draft report to teachers involved in program; modification of draft in light of teacher feedback.
Nov/Dec. '95:	Interviews with teachers at mainstream schools for which Milpera is a feeder.
Dec. '95:	Final report

4.2. Interviews

A range of interviews provided data for the research. Teachers both at Milpera and the mainstream receiver schools were interviewed as were Vietnamese students taking part in the program.

4.2.1. Teachers' Interviews

A group interview was conducted with the school principal and teachers at the beginning of the project. This was intended to orientate the researcher to the context of situation that existed at Milpera. Also present at this interview was a research assistant (the chief researcher's Masters student) who would be involved in some of the data collection during the project. During this interview data was recorded in the form of field notes and written up later as a comprehensive contact summary report as suggested by Miles & Huberman (1984: pp. 50-51).

Later interviews were conducted with individual teachers by both the chief researcher and the research assistant. These occurred soon after lesson observations and were used to clarify impressions gained during these observations as well as to probe teachers' perceptions concerning aspects of the program. In the first term of the program, interviews were tape recorded and later transcribed. During later interviews, however, use was made of field notes which

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proved to be adequate and less time consuming. A total of 5 interviews was conducted. A sample of the questions asked of the teachers is included in Appendix A.

At the end of November and in early December, interviews were conducted with teachers (both ESL and mainstream) in the secondary schools subsequently attended by the Vietnamese students who had participated in the project. (See Appendix B for sample interview questions). These interviews were intended to gauge the effects (if any) the bilingual initiatives had had upon the adaptation and progress of the students in mainstream contexts. Data collection was conducted through field notes and data summaries.

4.2.2. Students' Interviews

Students were interviewed in each term of the initiative via an interpreter (the Vietnamese teacher aide) (See Appendix C for interview questions). Field notes were taken during the interviews and written up later in summary form. It needs to be noted that one should treat with caution the data from these interviews, because of the heavy involvement of the interpreter with the rest of the program. It was considered important, however, that the students' perspective be sought and it was felt that they would be able to express themselves more fluently if the interview were conducted in Vietnamese. The reliability of this data may be checked (triangulated) to some extent by comparing it with data drawn from other sources (e.g. teacher interviews and classroom observations).

4.3. Classroom Observations

Classroom observations were conducted throughout the project. Data from these were gathered in the form of field notes which were converted into data summaries soon after the observations. Samples of these summaries are contained in Appendix D.

Issues arising from the observations that required clarification were taken up in the teacher and student interviews.

4.4. Students' Folios

Folios of students' work were provided. These were analysed from the perspective of the students' mastery of the genres which were targeted in the ESL classes (e.g. book review and expository essay). They were linked with the teacher interviews

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in that teachers were invited to compare the students' work with that produced by similar previous groups who had not been part of bilingual programs.

5. Data Analysis

Discussion of the data has been organised according to the data gathering methods used in the research design, viz:

- Teachers' interviews
- Students' interviews
- Classroom observations
- Folios of students' academic writing

5.1. Teachers' Interviews

Three distinct types of teachers were interviewed, each type with a different perspective on the initiative.

- full-time teachers at Milpera
- part-time teachers at Milpera
- teachers at receiver schools

5.1.1. *Full-time Milpera Teachers*

This group, which consisted of only two teachers, tended to be extremely enthusiastic about the initiative and demonstrated a sense of ownership of it. This was specially apparent in the case of the Vietnamese teacher aide who taught the book review component of the course in terms 2 and 3. The other full-time teacher taught in the project in term 2 but because of commitments in another area was replaced by part-time teachers in term 3.

5.1.1.1 Vietnamese Teacher

The Vietnamese teacher, who for the purpose of this report will be referred to as Mr H., saw **the improvement of the students' attitude towards school** and **their adaptation to the Australian classroom** as perhaps the greatest benefits of the approach. He reports **an increase in students' confidence** which came from their being able to understand concepts better when they were expressed in Vietnamese.

> ***Mr H.:*** *... there is now actually participation in the lesson; this is attributed to the use of Vietnamese as a first language to explain the concepts that the students would have otherwise found difficult to understand.*

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The adaptation is not something which has occurred solely as a result of improved confidence engendered by the students' understanding of concepts. Mr H. encourages students to act in a way he considers to be appropriate for an Australian classroom.

> Mr H.: *...actually we changed the attitude of the students. Normally, Vietnamese students in the class they cross their hands like that, listen to the teacher, write out what the teacher wrote on the board ... in Vietnam, it is very quiet: the students very quiet ... but in Australia now I tell them that here, this is Australian class you should change your way, more participant in the class and then if you don't understand, even if you are not sure if your answer is correct or not, it doesn't matter, put your hand up and give your answer to your teacher, to your friend or in your group... it doesn't matter whether you say it is right or wrong, it doesn't matter, but the thing is you put your idea in ...*

Mr H. reported that the lessons he taught were by design more Australian than Vietnamese in that he was attempting to **prepare students for mainstream classes in High Schools.** In this sense, the Vietnamese classes were intended as a bridge to the mainstream.

> Interviewer: *...so that wasn't a typical Vietnamese class, that was more Australian?*
> *Mr H.: Yes, more Australian, but if I teach in the Vietnamese way you will see the difference, more quiet, quieter, ... I encourage them to talk more in class. That's why you see in the class they talked a lot.*

This "Australianisation" was carried across to the content of the Vietnamese lessons as well. In the book review lessons, students were practising a genre which Mr H. maintained would not have been undertaken in a Vietnamese classroom.

> *Interviewer: So it's not a conventional thing, it's not a genre that exists in, for children in Vietnam, but it's something that they've got to learn for here?*

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Mr H.: Yes they learn for here. So this is so in these classes and using this method we are able to introduce the basic concepts to students, so therefore they have a solid understanding of the basic mechanisms, they are confident and filter this into their work, their English work.

Mr H. reported that the Vietnamese lessons had made a significant contribution to the students' **Vietnamese communicative competence** which was restricted to a limited range of interpersonal registers appropriate mainly for use within the family and with friends in the playground. Vietnamese students are inclined to show respect to teachers and older people and Mr H. insisted that they demonstrate this respect through the use of more formal and polite language.

Mr H.: ... they say what they want to say straight away, but I said no, look if you say that more correctly and more formal you should say it like that, just in case you see your grandfather, grandmother from Vietnam, if you say it like that they chastise you, rude or things like that, so with your grandfather, grandmother you say it a different way, so with your friends like that, so with your teacher okay like that, they learn it.

On Mr H's estimate between 40 - 50 % of the students were able to read Vietnamese adequately. However, their **written Vietnamese** was poor, containing grammar, spelling and punctuation errors as well errors at the level of discourse, particularly in paragraphing. The approach adopted to address these problems harnessed an extremely rigorous form of the process writing approach involving students in numerous revisions of their written work until they had achieved a standard acceptable to the teacher.

Mr H.: ... So I given them back and ask them to do it again, show me and correct it again, given them back again, show me again, give them back again for three or four times it is good ... like I can show you this one ... at the beginning only one paragraph like this ... and the last , the final one like this. ... At the beginning like that, average or below average, after eight weeks with me they know how to do a book review with paragraphs ....

Mr H. worked closely with English speaking teachers in his role as a teacher aide. In the bilingual project he undertook the role of teacher in his own right and

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worked in parallel with the teacher of English literature. The **working relationship** which resulted ensured that students would receive the maximum benefits in terms of transfer of conceptual and linguistic development.

> *Mr H.: So I follow that, her timetable, her plan actually. So I worked closely everyday with her. After my lesson I report to her how the students progress in the class and which one we need to improve, which area we need to improve ... So I worked very close to the teacher and I get the feedback everyday from the teacher.*

Mr H. reports considerable support for the program from **the parents and the Vietnamese community** as a whole. There is a feeling that something is happening which addresses students' needs and values their backgrounds and culture.

> *Mr H.: The parents sent me a letter and they said they warmly welcome the program ... they said they treasure my effort, my time for teaching their children, they said they are respectful to all teachers here, particularly to me. That is the relationship between the students' parents and me.*

5.1.1.2 English/Geography Teacher

The English/Geography teacher, who for the purpose of this study will be referred to as Ms E, was interviewed separately from Mr H. She was asked similar questions (see Appendix A) and her answers supported the positive assessment of the program given by Mr H. Ms E taught students in term 2, but because of other commitments did not take part in term 3. As well as working with Mr H on the book review component, she worked with a part-time Vietnamese teacher Mr Q, in the Geography and research components.

In terms of **concept development**, Ms E. noted that as a result of Mr Q's work on research in Geography, considerable time was saved when it came to covering geographical concepts and engaging in geographical research in English.

> *Ms E: ... And I gave them the topic, which was on volcanoes and earthquakes ... and they just put their heads down and went straight ahead, researched the topic, photostatted the information and highlighted the relevant information, copied it onto palm cards and*

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presented their speeches with barely any support from me. So that's where you've cut back on teaching time ...

Content knowledge which had been covered by Mr Q in Vietnamese, led to a dramatic reduction in teaching time in the English component of the course which basically involved, as Ms E put it, "*learning labels*" in English for concepts which had been successfully taught in Vietnamese.

Ms E: That was covered in one lesson, that's the first chapter, now I would normally take two double lessons to cover that.

A similar benefit was noted in relation to the book review where students who had been introduced to the concepts in Vietnamese, required much less teacher guidance when it came to writing a book review in English.

Ms E: ... I mean one of our strategies is to model and model and model before we ask them to do it on their own. I haven't had to do this (with the project group) to the point where I was presenting my final book review the students were so silent when I handed out the criteria sheet with what I would like them to do ... the others (who were not in the bilingual group) were full of questions ... the project group sat so silently that I was quite disconcerted and it was only the next day when they had started it and presented me with the notes that I realised that they had understood everything.

Ms E was of the opinion that **Mr H's methodology** had had a major positive effect on the students' mastery of concepts. She reported on a students' comment that, "*It's easier to understand Mr H's lessons because of Mr H's teaching method.*" This reflects Mr H's view of his role as the presenter of lessons which acted as a bridge between Vietnamese classroom conventions and those which apply in Australian classrooms (see p.11).

Related to the facilitation of concept development, is the improvement in the students' **confidence and self-esteem**, a feature remarked on by many of the staff.

Ms E: ... everybody's noticed, the teacher-librarians have noticed that the students are coming in and using the resource centre in a very

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positive, constructive and confident way. Other teachers have noticed, just the stature and the self-esteem you notice in your class ...

There are indications that the increased confidence and self-esteem is not due only to the students' improved academic performance but to **the enhanced profile that the approach has given to their language and culture**.

Ms E: ... in this group they are fiercely proud of their culture and their language and what they are doing on this program. They come back and show it to the class. Now, they know very well that the class can't speak a word of Vietnamese, but they will show them their work. They are very proud of it. Now this also might and will probably have a lot to do with Mr H, that he is fiercely proud of his culture and his language and he has really inspired the children.

Ms E remarks on the increase in the **students' positive attitude to their work** in English since the beginning of the program. This is reflected in increased production which appears to have carried over from the demands placed upon them by Mr H in the production of their book reviews. Ms E contrasts the students' output for homework exercises prior to the program with what was done during the program.

Ms E: ... homework is usually something they approach with great caution. They're on their own, it's usually a tentative approach and very often the minimum. But they've thrown themselves very diligently into the homework worksheets and they've done it. Now, I feel, and I might be wrong, but I feel that this has been a direct spillover from the kind of diligence that's been required of them in the Vietnamese program and a spillover because they are doing work that they understand and they are confident of doing it, so working on your own isn't such a frightening thing.

Students' **metalinguistic knowledge** has improved as a result of the project. This is specially the case at the level of discourse due to the efforts on Mr H who has worked hard at developing the students' understanding of paragraphing and the use of logical connectors.

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Ms E: ... paragraphing was the most noticeable sort of language element that they improved in. It's something that they don't concentrate on in primary schools in their own language ... if you look at the rough copies of Mr H's book review, there are no paragraphs ... now all the book reviews that they have handed in have shown a good grasp of paragraphing.

Similarly, Ms E. comments on the fact that the teaching of conjunctions and other logical markers of cohesion in English was facilitated by their having been explicitly taught in Vietnamese.

Ms E: They've understood other sorts of elements of logic that we have like comparing and cause and effect. Now, those were explicitly taught by Mr H. And then really when they came to me they just had to learn the words, they had to learn the therefore, whereas, but, consequently, you know, they knew the concepts already, so that made that a lot easier for them.

Another feature of the initiative reported on by Ms E was the **parental support and involvement** that it generated. She quotes one parent at an exit interview at the end of term as saying, *"I'm glad I have the final book review in front of me and I'm glad you can see what a good student my child is."*

Because content is being studied in Vietnamese, parents have the opportunity to help their children. As Ms E notes,

Ms E: ... it's made the parents feel ... that they are not bringing in these students who know nothing and have got to get everything from us. They've felt that they have something to offer as well.

Overall the effect on parents has been to give them the feeling that they have some control of the education process in which their children are participating and that their contribution is valued and may be acted upon. Ms E. has noted changes occurring in parent interviews.

Ms E: ... parents have come to parent interviews and have been far more assertive and far more demanding, because I think they feel that their children have a place in the education system, they are not just the victims of it. It's been very, very rewarding.

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As may be seen from the excerpts of the interviews cited here, Ms E is enthusiastic about the benefits of the project. In explaining its success, she places great emphasis on the importance of the **working relationship between the English-speaking and the Vietnamese-speaking teachers.** In the past, a similar initiative had been undertaken in mathematics which had not worked well because of misunderstandings about aims and lack clarity concerning the roles of the teachers. Ms E emphasised the need for both clarity and sensitivity in the working relationship. She had spent considerable time in insuring that both these criteria were addressed.

> *Ms E: ... I don't want to say, "This is what you've got to teach and this is how you've got to teach it." I don't know where the students' weaknesses truly are, so I've tried to write a program in which I've asked them to cover certain things, but if they find something the students are particularly weak at they've been free to go off and do it. This has required me rewriting the program quite a lot and it has to be a programmed approach. It can't just be a haphazard approach. ... You have to have a working relationship with the people involved ... and their needs have to be met too because although they are both teachers they have been trained in a different system so we spent hours going through the ELA (English Language Arts) syllabus and even then, as I say, with the research skills project, you know, you just have to feel your way quite sensitively through the whole thing.*

The initial attempt to introduce the students to Research Skills in Vietnamese had run into difficulties through a misunderstanding about the nature of this activity on the part of the Vietnamese teacher and the assumption on the part of Ms E that since Mr Q had qualified as a teacher in the Australian system, he would know what was required of students in a Research Skills component. When the misunderstanding became apparent the teachers worked together to retrieve the situation with mutually satisfying results.

> *Ms E: ... we had to sit down together and I had to say , no, I would like you to be able to teach them how to access information in a Resource Centre, and the procedure of note-taking ... So he spent a lot of time there and then when I got to doing the research unit which was four weeks later... they just knew exactly what to do.*

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A distinct difference emerged between the success of the initiative when implemented by **full-time teachers** as opposed to when **part-time teachers** were involved. Mr Q. was a part-time teacher who worked with Ms E's students on Fridays for three periods. Mr H. taught the students daily for one period per day.

> *Ms E: ... how intensive does L1 instruction have to be to get the best results? I think that's fairly obvious in the difference between the programs that Mr H has run where he had my students one lesson every day and the programs where Mr Q has had my students on Friday for three lessons. Now I suppose there are lots of variables here, but definitely it's been far more beneficial with Mr H's program, the better results have been one lesson a day.*

As Ms E says, there are likely to be a number of relevant variables which may help explain these results, but from the perspective of the importance of the working relationship between teachers in bilingual programs, there is greater likelihood of professional liaison if both teachers are present at the school each day.
When asked about the desirability of **extending the initiative to other groups and to other subjects**, Ms E was enthusiastic about the prospects. She spoke of groups such as Samoans who were particularly in need of such an approach, but felt clearly that all groups could benefit. In terms of extending to other subjects, she felt that students would benefit by having science treated in their own language as well.

> *Ms E: ... It can be very worthwhile for any group who have come from other countries where their education has been disrupted or where their primary curriculum is very different from ours. ... I'd like to see it flowing over to science, mainly because science causes the students a lot of anxiety.*

The features of the program which have been remarked on by the full-time teachers are summarised in Table 1.

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Table 1 - Features of the program identified by full-time teachers

Program Features	Mr H	Ms E
Attitude		
• Confidence	√	√
• Self-esteem		√
• Positive attitude to work	√	√
• Adaptation to Australian classroom	√	√
• Enhanced pride in Vietnamese language & culture	√	√
Concept Development		
• Accelerated		√
• Enhanced	√	√
Vietnamese Language		
• Development of written skills	√	
• Broadening of sociolinguistic competence	√	
English Language		
• Improved metalinguistic knowledge		√
• Improved paragraphing		√
• Increased range of logical cohesive devices		√
Parents		
• Support	√	√
• Involvement in child's education	√	√
Teachers' working relationship		
• Need for clear mutual goals		√
• Importance of sensitivity and respect	√	√
• Best when teachers can meet daily (i.e. full-time)		√
Expansion		
• Desirable for other groups		√
• Desirable for other subjects (esp. Science)		√

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5.1.2 Part-time Teachers at Milpera

Three part-time teachers have been involved in the program. The Vietnamese teacher Mr Q worked with Ms E in term 2 and with another part-time teacher Ms B in term 3. The third teacher Ms G worked with Mr H on the book review component in term 3. Only Mr Q and Ms B were interviewed for this study, by the research assistant mid-way through term 3 and by the chief researcher towards the end of term 3. This analysis is based on these interviews.

The most significant feature of the part-time teachers' involvement in the program relates to the part-time nature of their employment. Mr Q taught at Milpera only on Fridays for 4 periods, while Ms B taught on Thursdays and Fridays. It was not surprising, therefore, that they were not able to develop the close working relationship that had occurred between the two full-time teachers. Consequently, this experience was less effective for the students than was the case when they were taught by two full-time teachers. This is not intended as a criticism of the part-time teachers who individually worked skilfully and conscientiously. However, because of the difficulty of making contact with each other due to the tightness of their schedules while at Milpera, they were unable to engage in the joint planning which was a significant feature of the work done by the full-time teachers.

Ms B taught the students research skills which were intended to lead to the production of a geography report. This involved the presentation of a model based on library research into a country (United Kingdom). Students followed the model to produce reports on other countries (France, India, Fiji, etc.).

Mr Q followed a similar approach, but because of lack of material in Vietnamese, he had to first translate material from sources such as English-language encyclopedias. In the process, the material was often simplified so that students were working with material in Vietnamese which was less demanding than what they were required to process in English. This is the reverse of what should happen in a bilingual program where the students' first language should be the vehicle for engaging the student in cognitively demanding concepts which can then be taken up in a less threatening way in the second language.

At the beginning of the term Mr Q had taught a unit on the Solar System in which he introduced students to relevant scientific concepts (e.g. orbit, gravity,

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centrifugal and centripetal force, etc). However, this unit, which would have been potentially very useful, did not relate to any similar unit offered elsewhere in the students' program.

It appeared that what was happening in term 3 was quite different from what happened in term 2 when Mr Q worked with Ms E who, because she was a full-time teacher, was able to spend more time insuring that there was a close relationship between what was taught in the two languages.

5.1.3 Teachers at Receiver Schools

Two receiver schools were chosen in gathering data on the adaptation to regular high schools of the students from the Milpera program. One of the schools (Oxley High School) provided students with a "second stage intensive ESL program" from which they were gradually integrated into mainstream classes. Five of the students from the bilingual program attended this school. The other school (Yeronga High School) placed students immediately into mainstream classes and provided them with specialised ESL support. Only one of the Milpera students attended this school.

The teachers at Oxley High School were of the opinion that the students were mostly **not yet ready for complete integration into the mainstream.** It was felt that perhaps only one of the five could cope in any of the mainstream classes (English and Maths). The students were very dependent on the assistance of a Vietnamese teacher aide who worked with them in Maths and Science.

The Oxley teachers commented on the **confidence** of the students and felt that it had improved since their arrival at Oxley. Perhaps related to this was the impression of the teachers that the group displayed **high social aptitude** and in terms of attitude were, as one teacher expressed it, "**the most mainstream**" that she had experienced. One of the teachers remarked on their **willingness to take risks**, which she saw as being related to their **high levels of oral proficiency**. It is tempting to relate these characteristics to the efforts of Mr H to "Australianise" the students in preparation for their entry into mainstream classes.

An effort was being made at Oxley to involve **parents** in the students' education. The Vietnamese teacher aide translated work from school into Vietnamese so that parents might have the opportunity to help their children with homework.

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It was felt that the Milpera initiative, while worthwhile in principle, was too brief to have a significant impact. It was agreed that **the introduction of a bilingual program at Oxley** would be worthwhile and would have the teachers' support, provided that it did not lead to a reduction in ESL provisions.

The teachers interviewed at **Yeronga** consisted of mainstream subject teachers and the ESL support teacher. The subject teachers described the student who had enrolled there as "one of the weakest students in her class". She was quiet and shy and had great difficulty in getting her meaning across. It was agreed by all teachers that the student would have benefited from a longer period at Milpera.

When asked about the wisdom of putting the student straight into a mainstream class, one of the teachers expressed the opinion that this had the benefit of "showing them what real-life is all about".

While ESL support for the student existed at Yeronga, the communication between the ESL teacher and mainstream teachers seemed to be *ad hoc*, with little evidence that the ESL program was driven by the language demands that particular subjects were placing on particular students.

In the light of the data supplied by the Yeronga teachers, it is not surprising that the Milpera student was experiencing difficulties with subject content and that she was shy, quiet and "isolated from other children". The fact that this student was the only one of her Milpera group to attend Yeronga High School, that she was placed directly into mainstream classes, that she lacked the Vietnamese support that she had experienced at Milpera, and that the ESL support was not particularly geared to her subject-related language problems created classic conditions for failure. One could only concur with one of her teachers who said that she "didn't have high hopes for her future at school".

5.2 Student Interviews

Students in the program were interviewed while at Milpera. The interviews were conducted by the research assistant using Mr H as an interpreter. Because of Mr H's involvement in the program, it is necessary to have reservations about the reliability of this interview data since it is unlikely that students would be critical of the program in the presence of their teacher. However, it was considered preferable to give students the opportunity to discuss the program in their own

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language rather than allow their low level of English proficiency to limit and distort their responses. In spite of these reservations, the data derived from the student interviews seem to be consistent with data derived from other sources.

The data have been analysed under two categories:

i. Students' perceptions about their progress

ii. Students' perceptions about the program

5.2.1 Students' perceptions about their progress

Students were positive about the effects of the program on their progress.

- In Vietnamese

  Students were appreciative of having been given the opportunity to develop their writing skills in Vietnamese. They spoke positively of their experiences in the classes where they prepared their book reviews and mentioned that this experience had helped them when they came to write their English book review.

- In English

  Because of the way that Mr H approached the teaching of the book review in Vietnamese, students were able to transfer skills across to the English book review. Their remarks on the positive effects that this had upon their English classes, supported the observations made by their English teacher, Ms E.

- Concept development

  Students reported that they found concepts easier to master when they were explained in Vietnamese and that having mastered these concepts, they were better able to cope with the content of subjects when delivered in English. Again, this reflected the remarks made by the content teachers at Milpera.

- Attitudes to learning

  Students reported that they felt greater confidence in their ability to cope with English and other academic work. This confidence was observable in their behaviour in lessons and was commented upon by various staff at Milpera who observed them outside the classroom. It was a factor which was observed by teachers at Oxley High School as well.

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5.2.2 Students' perceptions about the program

- Benefits

  The benefits that students saw in the program are largely related to their positive perceptions about their own progress. They saw value in learning concepts first in Vietnamese and then being able to transfer them to English. This they saw as contributing to their increased feelings of confidence about their schooling. Some students felt that it was beneficial that their parents now felt better able to support them with their school work.

- Inadequacies

  The students would have preferred more of their schooling to be conducted in Vietnamese. They felt that the program should have started earlier and lasted longer than eight weeks. The general feeling was that half the school day should be conducted in Vietnamese and that other subject areas should be taught in Vietnamese. Students were critical of the shortage of Vietnamese texts. It was also mentioned that there was a lack of consultation time with their teachers.

On the whole, the students were very appreciative of the initiative. They had definite ideas about its benefits and seemed to have a good understanding of the principles on which it was based. Their reflections were in keeping with data gathered from other sources used in this study.

5.3 Classroom Observations

Classroom observations were conducted by both the chief researcher and the research assistant in terms 2 and 3. In term 2, observation was conducted of the book review classes both in Vietnamese and English. In term 3, both the book review classes and the geography classes were observed as they were conducted in English and in Vietnamese.

The staffing of the program differed between term 2 and 3 in that the of the three teachers involved in term 2, two were full-time members of staff (Mr H and Ms E), while in term 3, of the four teachers involved, only Mr H was employed on a full-time basis. This mix of full-time/part-time teachers seems to have had a significant effect on the program which is reflected in the classroom observations.

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- Book review (Vietnamese)

  This class was conducted by Mr H in both terms. Classroom observations were conducted by both the chief researcher and the research assistant in terms 2 and 3 respectively. On both occasions, the observers' field notes remarked on similar features. Both students and teacher displayed enthusiasm and the atmosphere was extremely positive. The field notes summary written by the chief investigator captures the essential nature of the class.

  The atmosphere of the class can be captured by the following descriptors: relaxed; enthusiastic; communicative; participatory.
  Both teacher and students seemed at home in the lesson. The teacher was obviously well liked by the students and received their respect in a very warm and friendly atmosphere. I could not help feeling as I watched them interacting that both students and the teacher were enjoying a level of acceptance that they could not experience in any other kind of classroom no matter how well disposed the participants might be towards each other. This was particularly evident at the level of the non-verbal communication which is often a source of misunderstanding and cross-cultural conflict and ridicule but in this class was obviously regarded as completely appropriate and understood, leading to high levels of confidence on the part of the teacher and students as all participants clearly realised that their identity and dignity were respected. It was in this ambience that teaching/learning took place, ensuring an obviously very successful lesson.
  What emerged was a group of individuals, each with a distinct and unique personality. They were able to express their own identity because they were in command of the language.

- Book review (English: term 2)

  The Vietnamese students in this class were combined with students from a range of other ethnic groups.

  The class covered similar work to what had been covered in the Vietnamese class (viz. characterisation). It was well organised and the students seemed to cope well with what was asked of them. In the field notes compiled by the chief researcher for this lesson, the following descriptors were used to describe the Vietnamese students: quiet; serious; timid; embarrassed; experiencing loss of face. In other words, despite the empathetic nature of the teacher, the Vietnamese students had reverted closer to the stereotypical

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image that is often used to describe Vietnamese students. However, the more able of them contributed to the lesson as well as the students from the other ethnic backgrounds. Ms E maintained that this class was better adjusted and more participatory than other groups she had taught in the past.

- Book review (English: term 3)
  This class was taught by a part-time teacher (Ms G) who spent three days at Milpera. The observation of this class was conducted by the research assistant. There was evidence here that the same degree of liaison had not taken place between Mr H and Ms G as had happened with Mr H and Ms E. The lesson was less structured and did not cover the same ground as had been covered in Mr H's lesson. Consequently, the Vietnamese students experienced some difficulty and did not demonstrate the sound grasp of specifics that was evident in the Vietnamese class. Perhaps the lesser emphasis on structuring in the English class may have contributed to this.

  The atmosphere within the classroom was rather tense, probably a function of the difficulties that the students were experiencing with the lesson. This contrasted with the relaxed and positive atmosphere that was evident in the Vietnamese class.
- Geography/Research (term 2)
  No observations were made of either the English or the Vietnamese classes in term 2

- Geography/Research (Vietnamese: term 3)
  These classes were observed by the research assistant. The teacher was Mr Q who had also taught the subject in term 2.

  The content covered in this class was of an elementary nature. Students were presented with some basic geography facts which, in terms of conceptual difficulty, were below what was expected of them in the English classes. Partly because of this and also because students were operating in their own language, the class had a relaxed and friendly atmosphere.

- Geography/Research (English: term 3)
  This class was conducted by Ms B, a part-time teacher who visited Milpera two days per week. The aim of the class was to teach students basic research skills and to develop their skills in geographical report writing. The work was

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challenging, but presented in a carefully structured way which successfully scaffolded the content and process for the students. Although this class had students from a range of ethnic backgrounds, the Vietnamese students seemed able to hold their own and were mostly relaxed and confident.

These classes seemed to proceed independently from what was occurring in the Vietnamese classes due largely to the fact that the two teachers had little time to liaise with each other because of the part-time nature of their employment.

5.4 Students' Written Work

A wide variety of written work in both Vietnamese and English provided data on which an assessment of the students' progress could be made.

The final outcomes of the book reviews in Vietnamese were the result of numerous revisions as students attempted to satisfy the standards set by Mr H. Samples of this work are contained in Appendix E. There is no doubting the quality of this work and the pride of achievement which it demonstrates.

It is instructive to compare the book reviews produced by the students in English (see Appendix F). While these do not reach the artistic heights of the Vietnamese reviews, they demonstrate a good understanding of generic structure and are well presented, demonstrating a level of pride in achievement similar to that shown by the students when writing in their own language. The rough drafts of the students' work (attached to the final version) give an idea of their level of proficiency in writing. While the students are making obvious progress, it is fairly clear that they are not yet ready to enter mainstream classes and are in need of further assistance from ESL specialists.

Samples of the students' work in geography (Appendix G) leads to similar conclusions. The work is neat and in terms of generic structure is well presented. The work is the result of a carefully scaffolded approach and much of the report has been copied from a text which was jointly constructed on the blackboard by the teacher and the students. Even so, the reports reveal a level of English proficiency which would render the students very vulnerable in a mainstream geography class unless they were given some sort of an adjunct ESL program.

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In terms of the program that the students have been given, their written work has progressed well. Since there is no control group against which to measure them, one cannot make comparative judgements. It is indisputable, however, that on the basis of the written work produced at the end of the program, the students require further assistance if they are to have a reasonable chance of success in mainstream classes.

6.0 Discussion

Several themes emerge as important from the data gathered from the various sources in this study. The following will be the focus of discussion in this section:

- attitudinal outcomes
- conceptual development
- teachers' working relationships
- parental involvement
- subtractive and additive bilingualism
- receiver schools

6.1 Attitudinal Outcomes

An increase in confidence emerged as the most positive outcome of the initiative. This was reflected in data gathered from practically all sources.

The nature of this enhanced confidence is multi-faceted. On one level it is a confidence which derives from the students' feelings that they can cope with the academic content of their course. This has been facilitated by presenting new concepts in the students' first language, thus removing the need to concentrate on new concepts and a new language simultaneously. In addition, the students have been introduced to the conventions of the academic disciplines as well as to the appropriate culture of Australian classrooms. This too has been conducted in their own language by a member of their own culture in the role of respected interpreter. This has led to a further dimension of confidence which relates to the students' self-esteem in seeing their language and culture valued by the educational system. This has affected not only the students but it was clear that the Vietnamese teachers and the parents too have found in the initiative a source of pride and self-esteem.

The only data that do not support this outcome come from the interviews with the teachers at Yeronga High School. It could be that the student involved is merely

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an atypical case who has a naturally timid disposition or, that being the only member of her group at the school, she lacks the support of her friends from Milpera. Another explanation might be found in the nature of the provisions made for NESB students at Yeronga. It could be that the student is not ready for the mainstream and might have benefited from a more transitional approach such as is offered at Oxley High School.

If the explanation of the students' increased confidence given here is accurate then some thought needs to be given to the effects of discontinuing the bilingual program, especially given its rather short duration. Is an eight week program enough to ensure the gains in confidence will persist for any length of time beyond the program? Or will the effects diminish with time, with a consequent diminution of the confidence that the program produced?

6.2 Conceptual Development

As no formal testing was conducted in this study, it is not possible to make any definitive statement in terms of enhanced conceptual development flowing from the initiative. It is worthwhile, however, in the light of the theories on which the program was based, to reflect on the practices which were observed in the classroom and how these might have impacted on conceptual development.

In terms of transfer theory, it is reasonable to expect that there should be a relationship between what is taught in the L1 class and what is taught in the L2 class. It is in the L1 class that new concepts should be introduced since the student is given the opportunity to assimilate them without the added burden of processing the L2. Once the concepts have been introduced, they are then available for use in the L2 class.

This process was in evidence in term 2 of the program. However, in term 3 there was little evidence of this happening. In the geography classes, the process almost seemed to be occurring in reverse: not only was there little relationship between the Vietnamese and English classes, but the conceptually more difficult work seemed to be taking place in the English class.

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6.3 Teachers' Working Relationships

The data from teacher interviews and classroom observations suggest that a bilingual approach works best when teachers working in pairs have the opportunity to liaise constantly with each other. This was obvious in term 2 when all but one of the teachers involved were employed on a full-time basis. The situation was reversed in term 3, when all but one of the teachers was employed on a part-time basis. It is difficult for part-time teachers to find time for the necessary liaison and consequently what occurs in the two languages seems largely unrelated. Individually, teachers seemed to be teaching very well; they did not, however, seem to be engaged in a bilingual program.

Similarly, there seemed to be little understanding at the receiver schools of what was happening at Milpera and the implications (if any) for provisions that receiver schools might make for students from bilingual programs.

6.4 Parental Involvement

The only source of data on parental involvement came from teacher and student interviews. A future study might interview parents as an important source of data. The importance of the parents' role cannot be overlooked in the light of the work of Genesee (1987), and it would seem that the parents of students involved in this program have relished the opportunity to contribute something to the educational progress of their children.

6.5 Subtractive and Additive Bilingualism

The success or failure of bilingual programs is closely related to whether they are additive or subtractive in nature (Lambert, 1980; Cummins, 1985). Bilingual programs are additive when they are seen as maintaining and promoting a student's first language and culture. They are subtractive when they are seen as leading to the replacement of the L1 and its culture by the majority language and culture. As presented at Milpera, the program was clearly additive. As such, it produced the sorts of positive effects that the literature says are related to additive programs: good academic performance, heightened self-esteem, improved confidence, linguistic and cultural pride, parental and community involvement. However, the program is of only eight week's duration and it is likely that unless the initiative can be extended either at Milpera or in receiver schools it will be

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regarded by participants as a token gesture which promises much but in the final analysis delivers very little of permanent value. Should this happen it will be regarded as a brief aberration in an education system which is predominantly subtractive in orientation.

6.6 Receiver Schools

The receiver schools play a crucial role in the success or failure of any serious attempt to develop an additive bilingual education program. At neither of the schools involved in this study is any attempt made to support additive bilingualism. Both are attempting in different ways to integrate students into the mainstream. Where reference is made to their language and culture (as when the services of bilingual teacher aides are utilised) this is to facilitate the conceptual development of the students so that they may better cope with particular content which is taught exclusively in English.

These statements are not made to denigrate the work of the teachers in these schools. They are engaged in the business of ESL teaching in various ways and with various degrees of efficiency. They do this using an integrationist model which is coming from a philosophy of education which is different from what underpins an additive approach to bilingual education. Unless this difference can somehow be resolved, it seems that initiatives such as the bilingual program at Milpera will have limited relevance to what occurs in mainstream schools.

7.0 Conclusions

The conclusions will be discussed in terms of the features of a model for bilingual education. This discussion will be conducted firstly in terms of the program as it might operate in a school such as Milpera where students are being prepared for entry into the mainstream. However, as has been shown, one cannot quarantine such a program from the rest of the education system. Therefore, it is necessary that an effective model not only describes the essential features of the Milpera-style component but also indicates how this may be extended into the mainstream. Such a model has a number of essential features which are discussed below.

7.1 *Choice of core subjects*

It is essential that the subjects chosen for the program be such that they will be seen as making a significant contribution to the students' future progress in the mainstream. To this end the following subjects are recommended:

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- language study and literature
- mathematics
- science
- social studies

It is understood that the choice of the subjects will depend on the availability teaching staff with the necessary expertise to implement them.

7.2 *L1 presentation as basis for subsequent English presentation*

The approach worked best when students were introduced to subject matter and skills in their L1 before the same or similar subject matter and skills were introduced in English. This was most obvious with the book review component in term 2 in which students were introduced to a process which would be later transferred to English. The fact that the subject matter was different in the two sets of lessons was not significant, as students were able successfully to transfer the process they had learnt in Vietnamese to English. In the case of geography, it was most effective when concepts were established first in Vietnamese (e.g. latitude, longitude) and then later used to perform tasks such as research and report writing in English.

7.3 *Close liaison between L1 and English teacher*

Both teachers within a pair need to be clear about the goals of the program and the most appropriate approach for achieving them. This necessitates considerable joint preparation time and constant monitoring of the process and its outcomes. On the basis of this monitoring, the program needs constant revision to respond effectively to the perceived evolution of students' needs.

It is likely that this degree of joint responsiveness can only be reasonably expected from teachers who are involved in the program on a full-time basis. This was certainly the case in the Milpera program where marked differences were observed between the term 2 and the term 3 program.

7.4 *Teacher preparation*

Given the degree of complexity implied in the teachers' role in these programs, teachers need specific preparation to insure that they understand the theories which underpin the approach as well as being aware of the methodology necessary to implement the approach.

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7.5 *L1 class as bridge to the mainstream*

It needs to be understood that an important goal of the approach is to prepare the students for entry into mainstream classes. While this should not be interpreted as the advocacy of assimilation, if the approach does not enable the students to cope with the culture and expectations of the mainstream classroom, then it will be judged as having failed.

This aspect can best be achieved in the L1 class by a teacher who understands where the students are coming from and what will be expected of them in regular classrooms. This was exemplified in the Milpera program by the approach adopted by Mr H who was able to prepare students for the transition to Australian classrooms while fostering their pride in their own language and culture.

7.6 *Encouragement of parental and community involvement*

The history of bilingual education initiatives indicates clearly that those which have been successful had the support and involvement of parents and the wider community. In the Milpera initiative, parents expressed enthusiasm for the opportunity to have a greater involvement in their children's education which the use of Vietnamese gave them. This enthusiasm can be further encouraged by means of school-based parent seminars where parents and community are made aware of the theoretical bases of the program, its goals and the roles that parents and community may play in its success while at the same time being given the opportunity to express their own views on the appropriate directions for their children's education.

7.7 *Development of L1 skills*

The crucial role of the development of the students' L1 cannot be sufficiently stressed in a bilingual education program. It should be viewed as a goal in its own right and not simply as a means to the development of the students' CALP in English. While this latter will follow from the development of CALP in the students' L1, if it is seen as being the sole reason for the use of the L1, the program will be understood for what it in fact is: a subtractive program, designed ultimately to replace the students' L1. Such programs have a poor record of success in terms of worthwhile educational goals and are ultimately regarded with suspicion and cynicism by the very people that they had been allegedly set up to help. The ad hoc nature of the Milpera program needs to be seriously considered to find ways to guard against this outcome.

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8.0 Recommendations

These recommendations are intended to focus on the implementation of a viable and effective model of bilingual education. They are the result of a process of discussions with teachers involved in the Milpera initiative as well as input from a workshop led by the chief researcher at the State ESL Conference conducted by the Cultural Equity Unit of the Queensland Department of Education from 12 to 14 December, 1995. The workshop involved a report by the chief researcher on the initiative followed by group discussion in which participants were asked to consider the implications for the implementation of a bilingual education program. The following recommendations are made as a result of this process:

8.1 *The rights of students to have their education conducted in their first language*

It is recommended that groups such as the Cultural Equity Unit, the Teachers Union, various professional associations (e.g. Queensland Association for Teachers of English to Speakers of Other Languages), and ethnic organisations lobby government to enshrine in legislation the right of students to be educated in their first language. It should be emphasised that such a recommendation is intended to support bilingual education and that it should be understood that English is to remain the common language of instruction for all students.

8.2 *Recognition of the role of bilingual teachers*

While it is self-evident that bilingual education cannot proceed without bilingual teachers, the crucial role of the bilingual teacher needs to be recognised by the teacher registration process. It is recommended that discussions be commenced with the Board of Teacher Registration with a view to changing the current English language proficiency requirements to more general language proficiency requirements. It is proposed that under new provisions, teachers would need to have at least level 4 ASLPR proficiency in the language that will be their language of instruction as well as at least level 3 ASLPR in English. It is not proposed that there be any change to the current requirements for academic qualifications.

8.3 *Extension of bilingual education to core subjects*

It is recommended that the following subjects be offered to students in bilingual mode

- language arts and literature
- social studies

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- science
- mathematics

8.4 *Development of suitable bilingual materials*

The supply of suitable and sufficient teaching materials in a range of languages is essential to the success of the bilingual program. In discussions with members of various ethnic communities, it is clear that the selection of suitable materials in areas such as literature and social studies may be a sensitive issue. Even in those areas which are not particularly sensitive (e.g. mathematics), the issue of inappropriate methodology may be a problem in text books which are imported from overseas. For this reason, it is recommended that materials be developed specifically for local bilingual programs and that this be carried out by materials development units consisting of bilingual teachers, community members and curriculum development specialists.

8.5 *Development of key bilingual schools*

If bilingual education is to be the right of all students, it is clear that a strategy is needed which will allow for viable groups to be formed for all language groups including those which are spoken by the smaller communities. For this reason it is recommended that a limited number of key bilingual schools be designated in which classes are offered in a range of languages. Decisions as to which languages will be offered should be the result of a sociolinguistic audit of the schools within the local community.

8.6 *Involvement of parents and community*

Because of the crucial role of parents and community revealed by research into bilingual education, it is recommended that procedures be developed to maximise the understanding and involvement of parents and the community. The following initiatives are recommended:

- parent and community seminars to explain the rationale and implications of bilingual education
- regular newsletters in the various languages represented at the school
- regular access to the school and its teachers both informally and through parent-teacher evenings

8.7 *Bilingual teacher preparation courses*

As this study has shown, bilingual teaching is a complex activity. To date, no teacher preparation courses in Australia have specifically addressed this form of

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teaching. It is therefore recommended that Education Faculties be encouraged to develop courses preferably at the Graduate Certificate level to provide existing and prospective bilingual teachers with practically oriented courses in bilingual education.

8.8 *Inservice of mainstream teachers*

The role of mainstream teachers is crucial to the success of bilingual education programs. It is essential that these teachers understand the rationale which underpins such programs and that they are sympathetic to their aims. It is recommended, therefore, that in the first instance, mainstream teachers employed at key bilingual schools receive inservice courses to improve their awareness of bilingual issues and to help them with their role in efficient implementation. These programs might later be extended to mainstream teachers in other schools.

8.9 *ESL and bilingual education*

It should not be imagined that the implementation of bilingual programs will render ESL teaching redundant. Bilingual and ESL teachers are necessarily complementary. It is recommended that ESL teachers be involved in the development and implementation of bilingual programs. This involvement may take two forms:

- as English support teachers where their role will be to advise mainstream teachers on ESL issues;
- as content-based ESL teachers where their particular subject based expertise (e.g. as social studies or literature or mathematics teachers etc) may allow them to make a special contribution to the integrated development of both content and English skills.

The Milpera initiative has demonstrated the potential of bilingual education. It has highlighted essential features which contribute to the success of such programs and has signalled the directions that the initiative should take if it is to have a positive long-term effect on the education of students from non-English speaking backgrounds.

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Appendix A: Milpera Teachers' Interview Questions

Milpera Bilingual Support Project

Interview Questions: ESL teachers

1. Do you feel that students are showing signs of enhanced conceptual development in the course of this project? What indications do you have of this? Do you feel that the approach used may have contributed to an improvement? Explain your reasons for your feelings.

2. Have students increased their understanding of how language works in the course of the project? What indications do you have of this? Do you think that the approach may have contributed to this? Why do you think this may be the case?

3. Do you feel that the students' progress in the content area that you teach has been enhanced during the course of the project? What indications do you have of this? To what extent do you consider that this can be attributed to the bilingual project? Why do you think this may be the case?

4. Has the students' overall classroom adaptation improved in the course of the project? What indications do you have of this? Do you think this is related to the project? In your opinion, why might this have happened?

5. Have you noticed an improvement in the students' academic English ability? Could you describe this improvement? Has the program contributed to this? Do you think that the students would have done as well if they had been in a conventional program? Why?

6. Comment on any changes in attitude that you have noticed in the students in the course of the program. To what extent do you think this may be attributed to the program?

7. What do you feel have been the most positive features of the program?

8. What have been some of the negative features of the program? Do you have any suggestions for ways in which these may be remedied?

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9. Do you consider this to be a worthwhile initiative?

10. Would you like to see it extended to other groups and/or to other subject areas?

Milpera Bilingual Support Project

Vietnamese Teachers' Interview Questions

1. Do you feel that the students' conceptual development has improved as a result of the project? What evidence do you have that this has happened?

2. Do you feel that the students' knowledge of how language works has improved as a result of the project? What evidence do you have that this has happened?

3. How would you describe the students' proficiency in Vietnamese in the skills of listening, speaking, reading and writing when the project began?

4. Describe any changes to their Vietnamese language skills that may have occurred during the project.

5. Have you noticed any changes in the students' attitude to schooling during the project? In what ways do you think the project has contributed to any changes in attitude?

6. How closely did you work with the students' other teachers? Describe the nature of your working relationship with them.

7. What features of the program do you think need to be improved? Do you have any suggestions for ways in which they might be improved?

8. What do you consider to be the most positive features of the program?

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Appendix B: Receiver Schools: Teachers' Interview Questions

1. How many students are you aware of who have come to you from the Milpera bilingual initiative?

2. Comment on the students' academic preparedness. Compare them with students who have not come through the bilingual program.

3. How well did the students adjust to the life of a mainstream school?

4. Comment on the students' attitudes to school and to life in general.

5. What are your feelings about bilingual education? Would you like to see it introduced in your school?

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Appendix C: Students' Interview Questions

Milpera Bilingual Support Project

Students' Interview Questions

1. What did you like most about the program? Why?

2. What did you like least? Why?

3. What effect do you think having lessons in Vietnamese has had upon you?

4. Have you found that you can cope better with your lessons as a result of the program?

5. What do your parents think of the program?

6. Do you have any suggestions for improving the program?

7. Do you think that all students at Milpera should have the opportunity to take part in a program like this? Why?

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Appendix D: Sample data summaries of classroom observations

8.6.95
Observation of Lessons

Lesson 1. 10.15 - 10.55

Topic: Book Review preparation using a Vietnamese novel written for children

Teacher: Mr H

Teacher led the students in a discussion of characterisation in the novel.

The lesson was very lively with all students participating in the discussion. A number of activities were used: teacher asking the students questions about the text; students reading sections from the book; students writing on the chalkboard (aspects of the character of one of the characters); students writing the answers to questions to be completed for homework.

The atmosphere in the class can be captured by the following descriptors:

- relaxed
- enthusiastic
- communicative
- participatory

Both teacher and students seemed to be at home in the lesson. The teacher was obviously well liked by the students and received their respect in a very warm and friendly atmosphere. I could not help feeling as I watched them interacting that both students and the teacher were enjoying a level of acceptance that they could not experience in any other kind of classroom no matter how well disposed the participants might be towards each other. This was particularly evident at the level of the non-verbal communication which is often a source of misunderstanding and cross-cultural conflict and ridicule but in this class was obviously regarded as completely appropriate and understood, leading to high levels of confidence on the part of teacher and students as all participants clearly realised that their identity and dignity were respected. It was in this ambience that the learning/teaching took place, ensuring an obviously very successful lesson.

What emerged was a group of individuals, each with a distinct and unique personality. They were able to express their own identity because they were in command of the language.

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The following questions occurred to me as I watched the lesson:

- How do these students perform in their regular English classes?
- Apart from learning the content covered in the lesson, were the students also learning to relate school subjects to a mode of action which involves them in the expression of valued opinion? Does this carry over to the mainstream classes as much as the content which is being taught?
- In what ways does what they are doing in this class differ from what occurred previous to this project? How does this differ from what a bilingual aide would have done?

Lesson 2: 11.15 - 11.55

Teacher: Ms E
Lesson: Book Review : The Big Wave - Characterisation

This English class was covering the same field that had been addressed in the Vietnamese class: how to treat characterisation in a book review. The teacher was trying to get the students to describe the main character using appropriate adjectives (kind; brave; sad; anxious; etc) and to back these up by reference to the novel.

The Vietnamese students from the previous class were present together with students from a range of other countries from Europe, Asia, Africa and the Pacific.

This was a well-planned lesson in which the teacher showed a great deal of empathy for the students. The students knew they were liked and obviously liked and respected the teacher

A range of descriptors could be used to describe the Vietnamese students in this class:

- Quiet
- Serious
- Timid
- Embarrassed
- Experiencing loss of face
- Reticent

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The Vietnamese students were much more reluctant to contribute in this lesson, although some did hold their own with the other students. Some of the students, however, were much less willing to contribute to the discussion than they did in the Vietnamese class. The sense of humour that was evident in the Vietnamese class was not so much in evidence here. The Vietnamese girls, who were willing to contribute in the Vietnamese class, contributed very little in the English class.

The outgoing students who were observed in the Vietnamese lessons had somehow turned inwards, their identities considerably altered. They had become more like the stereotypes of the reserved Vietnamese than the ebullient, enthusiastic students of the earlier lesson.

The following questions need to be answered:

- Is the change due to their being taught in an L2, a language in which at this stage they are incapable of realising their true identity?
- To what extent does the presence of students from other ethnic groups contribute to their inhibition?
- Have the Vietnamese lessons had a positive effect on their performance in the English class? (Ms E maintains that this group of Vietnamese is better adjusted than other groups that she has experienced who have not taken part in the project.)

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Mở Thành Người Quang Trung

Các giả: Duyên Anh

Những quyển truyện dài được viết bởi nhà văn Duyên Anh rất nổi tiếng. "Mở Thành Người Quang Trung" là một trong những tác phẩm hay của ông.

Duyên Anh tên thật là Vũ Mộng Long. Ông nổi tiếng vào thập niên 60 qua những quyển truyện dài của ông. Vào khoảng năm 1969 thời gian giả ông đã viết quyển "Mở Thành Người Quang Trung" đã được nhiều độc giả ưa thích và đón nhận. Hầu hết những tác phẩm của ông giành cho thanh niên, thiếu niên và trẻ em. Ông còn viết nhiều tác phẩm khác như Sỏi Đá Ngậm Ngùi, Nhà Tội, Nhà Tù, Con Suối Ở Mi Đồng, Áo Tiểu Thư, Áo Vọng Tuổi Trẻ, Nhành Cỏ Mộng Mơ, . v. v. . .

"Mở Thành Người Quang Trung" nói về một cầu truyện đã xảy ra tại cư xá Chu Mạnh Trinh, Sài Gòn. Đã nói lên những cách cư xử với đồng loại dù khác màu da và sắc tộc, nhưng không bởi vì đó mà làm cho con người phải ngăn cách mà kỳ thị lẫn nhau, họ lại còn xây dựng và học hỏi nhau qua các trò chơi và đấu trí.

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- cho các bé Năm Xã Lớn, Từ Giải Phóng, Ba AK quay trở về với mái ấm gia đình. Với câu tục ngữ: "Lá lành đùm lá rách" đã thể hiện nổ nét qua câu truyện. ✓

Hay

Qua câu truyện, tác giả đã miêu tả nhân vật chính rất thành công, với những ước mơ cao cả và những trò chơi tinh nghịch, lém lỉnh. Trong đó có cả những tình cảm nhỏ bé rất nồng nàng lòng yêu nước và tình thương nhân loại. ✓

Các giả đã dùng những từ ngữ rất mộc mạc, dễ hiểu, hồn nhiên. Nhất là cách sử dụng các từ ngữ một cách dí dỏm đủ làm cho độc giả rất thích thú, say mê... và đi từ ngạc nhiên rày đến ngạc nhiên khác! Truyện rất thích hợp cho lứa tuổi 12 đến 20 hoặc cho người lớn muốn tìm lại những hình ảnh của tuổi thơ. "Mở Thành Người Quay Trung quá là một truyện hay và đáng đọc. ✓

Rất hay Em!

Nắm vững nội dung, phân tích các nhân vật một cách sâu sắc và chính xác. Nếu xa đây thì những phân chứng (quan trọng) của "tác phẩm" và có những lỗi phân thích hợp cho các phần. Bố cục rõ ràng phân đoạn hợp lý và văn trôi chảy.

Rất đáng Khen!

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BOOK REVIEW

MỘ THÀNH NGƯỜI QUANG TRUNG

Tác giả: Duyên Anh

"Mộ thành người Quang Trung" là một câu truyện dài do Duyên Anh sáng tác và được xuất bản tại Saigòn Việt Nam vào năm 1969. Tác giả Duyên Anh tên thật là Vũ Mộng Long rất nổi tiếng vào thập niên 1960. Duyên Anh trước đó đã viết ra rất nhiều truyện hay cho các lứa tuổi thanh niên và cho cả tuổi trẻ như: Sa mạc, Diều ru nước mắt, Áo tiểu thư, Phượng vĩ, Cây leo hạnh phúc ..v..v.., đã được xuất bản và đã có rất nhiều người ủng hộ.

"Mộ thành người Quang Trung" cũng là một câu truyện hay của Duyên Anh. Truyện xảy ra ở Saigòn và nó nói về hai nhóm trẻ Mỹ và Việt Nam bày các trò chơi và thi đấu bằng mưu mẹo. Những đứa trẻ Mỹ vì theo ba má chúng sang Việt Nam truyền đạo lãnh và giúp nhóm trẻ Việt Nam. Tên chúng là: Jack, Jimmy, Bill và Tom. Bên Việt Nam thì có: Chưởng còm, Hưng mập, Dũng Đa kao và còn nhiều nhân vật khác.

Những đứa trẻ này đã thi đấu với nhau trong đó Chưởng còm và Jack là hai nhân vật chính. Chưởng còm là một đối thủ lợi hại. Jack thì kiêu ngạo và hung hăng chẳng khác nào tử thần mặt đỏ, luôn luôn đem đến sự phiền muộn cho mọi người. Còn Chưởng còm là một người khôn ngoan và đầy mưu mẹo, ghét những kẻ kiêu ngạo hống hách. Bên Chưởng còm còn có những người bạn trung thành giúp việc như Dũng Đa kao, Bốn lúa, Hưng mập ..v..v.. Những đứa trẻ này trổ tài thi kéo tay giữa Jack và Dũng Đa kao, hai cánh tay chúng ghì chặt nhau như rễ bám lấy đất. Và rồi, Jack thua vì mẹo của Dũng Đa kao. Rồi đến trò đấm bụng Hưng mập, Jack vẫn thua vì mẹo.

Sau những chiến công hiển hách do nhóm Chuồng cồm gây nên thì vài bữa sau lại có trò chơi mới là "Compat". "Compat" là một trò chơi mang kiểu chiến tranh và nó có thể tập cho chúng ta chiến lược quân sự để trở thành người tài giỏi sau này. Chiến trường là "gò Đống đa" rộng rãi y như là một chiến trường thật sự. Hai bên đều chia ranh giới rõ ràng và sẵn sàng chiến đấu. Bên Tack có đầy đủ "vũ khí", quần áo đẹp, y hệt như một tướng quân cao cấp và lại có nhiều người. Còn bên Chuồng cồm cũng chẳng kém gì có cả một đám quân gan dạ, dũng cảm, dám cầm pháo quăng vào đồn giặc y như quân của vua Quang Trung xông vào đồn giặc Thanh. Hồ Quý Ly, Nguyễn Huệ, Đinh Tiên Hoàng..v..v.., là những nhân vật đều nhóm Chuồng cồm thích và ước mong trở thành một người trong số họ.

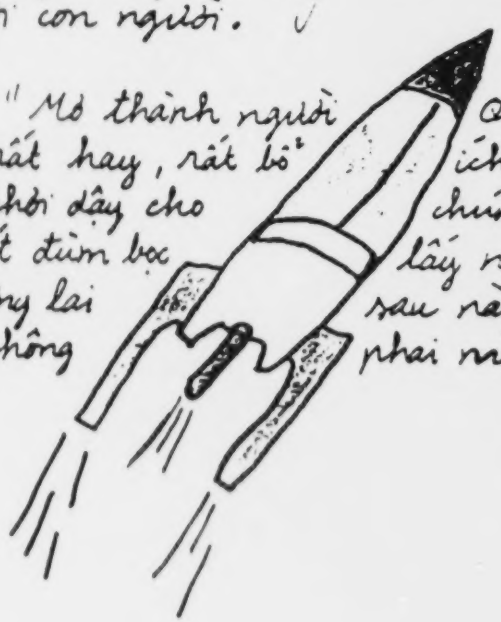
Chuồng cồm là một vị tướng chỉ huy quân đội thật là tài tình như là một vị tướng chuyên nghiệp. Chuồng cồm luôn nghĩ đến các vị anh hùng và nó nghĩ rằng cuộc chiến này sẽ là cơ hội cho nó trở thành vua Quang Trung.

Bên Chuồng cồm có Phong chế súng là một cánh tay phải của Chuồng cồm. Nhờ nó mà nhóm Chuồng cồm có súng tốt bắn xa và chính xác. Chuồng cồm còn có cả Ngân quăn một tay không sợ pháo, đã bao phen làm Jack khiếp vía.

Trận chiến diễn ra thật ác liệt, xác pháo phủ đầy "gò Đống đa" như hàng trăm xác giặc phơi thây tại Thành Thăng Long. Các "chiến sĩ" đã chiến đấu ba ngày vẫn chưa xong, nhưng quân của Chuồng cồm càng ngày càng tiến sang đất địch. Chuồng cồm tin tưởng rằng nó sẽ thắng. Và cuối cùng, Chuồng cồm đã thắng! Ước mơ của nó đã thành hiện thực. Nó ung dung bước từng bước lên gò và cắm cây cờ lên như vua Quang Trung đã từng cắm cờ trên thành Thăng Long! Nhóm Chuồng cồm đã cho chúng ta thấy lòng yêu nước, yêu dân tộc và cả một ước mơ lớn, muốn trở thành anh hùng Quang Trung bất khuất!.

Phần "Mặt trời nhỏ" đã nói lên cho chúng ta biết sự yêu thương trong chiến tranh và tình yêu thương đùm bọc lẫn nhau như câu "lá lành, đùm lá rách" đã nêu lên cho ta thấy sự mất mát giữa chiến tranh đã làm cho bao con người đau khổ nhưng trong đó vẫn còn tình thương quý báu của con người với con người.

"Mở thành người" truyện rất hay, rất bổ vì nó khơi dậy cho tâc, biết đùm bọc đến tương lai khuất không Nam.



Quang Trung", là một câu ích cho trẻ em lẫn thanh niên chúng lòng yêu nước, yêu dân lấy nhau khi hoạn nạn, biết mở sau này với những anh hùng bất phai mờ trong tất cả mọi người Việt

Bài rất hay! Tặng Khen!

10/10

"Storm Boy"

The story "Storm Boy" was written by Colin Thiele. It was published in Adelaide of Southern Australia "Storm Boy" is fiction and it is an adventure story. Another book written by Colin Thiele is "Blue Fin".

The story of "Storm Boy" is about a young boy who goes to liver with his father on the sandhills at the beach after his mother dies. Fingerbone is an aboriginal man and is Storm Boy's friend. Storm Boy is very upset when he sees the young men destroying the pelican nests and some hunters killing the birds for a game. After, Storm Boy finds three baby pelicans after their mother has been shot. One of pelican, Mr Percival becomes Storm Boy's best friend. He teaches Mr Percival tricks. Mr Percival helps to save men on a boat.

The main character in the story is Storm Boy. He is a good boy and lover all living creatures. He is kind and patient. When he seen the pelicans are left to die after their mother has been shot, he tells his father and takes them home, "All day long he watched them" and Mr Percival is Storm Boy special friend. "Storm Boy would rub his fingers down the back of Mr Percival's neck".

Other characters in the story are Hide-Away Tom and Fingerbone Bill. Hide-Away is lonely and independent. He lives like a hermit since his wife died and he is very sad when Storm Boy goes to school. Another character is Fingerbone. He is friendly, clever and wise. because he teaches Storm Boy everything about nature. He tries to make Storm Boy feel better after.

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The story takes place in the Coorong South Eastwards from the Murray Mouth in South Australia. Many incidents occur in Storm Boy's hut and on the beach and sanctuary nearby.

Book REVIEW Storm Boy

Paragraph 1. Storm Boy" is a book written by colin Thiele. it is a well known Australian author. "Blue Fin" is another book written by him. This a book is picture and is an adventure story

paragraph 2 The story of "Storm Boy" is about a young boy Storm Boy who lives with his father, Storm Boy and three tiny bird. Storm Boy has a teacher. his name is Fingercone. S.B find 3 pelicans. Mr. pelicans his best friend. S B teacher Mr c Mary Trich. They rescue some men from a boat. S B. goes away to school storm boy loves the birds and animal, he is adventurous because he like to wander along the beach after a big blow to collect "all kind of treasure".

paragraph 3 The main character in the story is "Storm Boy. He is young boy. who is gintle, sensitive and helpfull to every body. he is clever. he doesn't go to school.

paragraph 4. Other characters in the story are Hide away Tom and Fingerbone Bill. Hide away is father of Storm Boy He's very unhappy, because his wife had died. He's cares for stormboy, and for the animals when S.B goes away to school, he is sad and lonely.
Fingercone is an aboriginal man who is clever and wise. he knows everything about nature. "Fingercone knew more about things than anyone. Also Fingercone is sympathic and caring because he is concerned about the men one the tugboat "poor fellows on tugboat

Paragraph 5. The story takes place at the Ninety mile beach in the south Australian. Coorong. storm Boy and his father live near a sanctuary in the sandhillsin a house made of tins and iron Their life is very poor and quiet.

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Fiji

LOCATION
Southwestern Pacific Ocean
Capital -- Suva.
2700 Kms Northeast of Australia
1500 Kms North of New ZEALAND
Area 18,272 Square Kilometres.
Coastline - 59 km.

CLIMATE
Hot wet climate
Temperature range 60° Fahr - 90° Fahrenheit.
Annual rainfall more than 200 mm.
February and March wettest
winter Driest.

Population
Over 700,000 People.
Two main Ethnic Groups - Fijians and Indians.
FIJIANS - 50%
Major religions - Methodist and Roman Catholic.
INDIANS - 44%.
other RACES - 5%
Approximately 5,000 from Australia and New Zealand.
Official language - English.
Melanesian people - Date back to 1500 BC.

LANDFORM.
300 islands - Only half inhabited.
Two main islands - Viti Levu - 10,556 Sq miles.
VANUA LEVU - 5,535 Sq kms.
Mountainous country
Mount Tomaniivi - 1323 Metres.
30 peaks over 910 metres.
Surrounded by coral reefs.

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Location

Fiji is located in the Southwestern Pacific ocean. The capital city is Suva. Fiji has an area is 18,272 square kilometres and a coastline is 1,129 kilometres. It is situated 2,700 kilometres northeast of Australia and 1,300 kilometres north of New Zealand.

Climate.

The climate of Fiji is hot and wet. The temperature range at Nausori is 64° and 96° on Rotuma. Temperatures at Lautoka and Nadi is wettest and annual in Fiji is more than 3000 mms and Winter dries

Population

Population of Fiji is 800,000 people. There are two official language English is spoke. It's divided into two main Ethnic groups - Fijians and Indians. The Major religions Methodist and Roman Catholic. 46% of Fiji's 49% of population are Indians and 5% other races. The people is close connected to New Zealand, Australia, New Zealand. Melanesian people is dark skin with frizzy hair.

Landform.

Landform in Fiji is 300 islands but only half is inhabited Fiji is divided into two main islands. VITI LEVU, Mountainous country. The VITI LEVU are 10,386 Square kilometres and over VANUA LEVU are 5,535 Square kilometres. Mountainous country are Mauran Tomanivi. The Mountain Tomanivi are 1323 metres and contains 30 peaks of over 910 metres. The ocean is surrounded by coral reefs.

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Location:

Fiji is location in the southwestern pacific ocean.
The capital city is Suva.
Fiji has an area of 18 274 square kilometres and a coastline of 1459 kms.
It is situated 2700 kms northeast of Australia and 1200 kms north of New Zealand

Population:

The population is 800 000 people.
There are 2 main Ethnic groups - fijians and Indians and the fijians is 46 % is and Indians is 49 % of the population and other races - 5 %.
There are approximately 6000 from Australia and New zealand, and offial Language - English and Fijian
people is dark with frizzy hair.

Environment:

The Location is 300 islands - only half are inhabited.
There are two main island - Viti levu 10,389 sq kms and Vanua levu - 5,535 sq kms, of the mountainous - country and mount Tomaniv. - 1323 metres are 20 peaks over 900 metres and surrounded by coral reefs

Climate:

The Climate is Hot wet climate, there are Temperature range 20°C August is 26°C February and Annual rainfall more than 2500 mms of the wettest and driest wet Dried

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